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廈門大學

博 士 学 位 论 文

中国普通高校专业选择的研究

——基于学生主体的视角

Research on Major Selection in Colleges and Universities

——Based on the Students' Perspective

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摘要

在高等教育发展的新形势下,中国学生充分地选择高校的专业对学生本人,对高校和整个社会的现实意义已经凸显。开展普通高校专业选择的研究,对于发现其特点和规律,揭示存在的问题,进而通过改革优化专业选择是非常必要的。本论文主要以 2007 级大一新生调查及其中部分学生的跟踪调查为依据,运用理性选择理论、文化再生产理论和需要层次理论,对中国学生选择专业的影响因素、结果和满意度等基本情况进行了实证分析,总结了存在的问题并探究了其原因,得出了以下几点结论:

一、当前中国学生选择专业的主要影响因素依次为自己的兴趣、就业机会、职业生涯发展的潜力、自己的学科能力、考虑分数落点、父母和家人的影响,反映出学生在选择专业时力图将专业选择的重要方面结合起来,以达到满意的结果,他们的选择在过程上是比较理性的。专业选择的主要影响因素在不同的高校和群体之间存在显著差异:在办学层次或社会声望较低的高校,学生选择专业时更看重“工作机会”、“职业生涯发展的潜力”及“父母和家人的影响”,不太看重“考虑分数落点”;女生选择专业时比男生考虑的因素更多也更为审慎;城镇学生和较高阶层的学生选择专业时比农村学生和较低阶层的学生更多受到父母和家人的影响。

二、23.4%的大一学生入学前选择专业的志愿未能达成。“211 院校”和公办一般本科院校的学生选择专业的达成度显著低于专科或民办高校;不同专业的学生在专业选择达成度上差异非常显著。男女生在专业选择的达成度上差异不显著,但在入读的专业领域上差异非常显著,尽管女生正在日益进入传统上的男性专业领域。与城镇学生和较高阶层的学生相比,农村学生和较低阶层的学生在专业选择达成度和进入的专业领域上均处于劣势,他们获得再选专业的机会又相对较小。

三、50.85%的大一学生对就读专业的评价未达到满意程度,到大二下期时这一比例上升到 59.74%。在不同类型的高校和专业之间,学生对就读专业的满意度差异显著,其中专业之间的差异尤其明显。一般说来,热门专业的学生对就读专业的满意度相对较高,但也存在不少相反现象:学生积极选择的一些热门专业,

却并不是就读学生比较满意的专业；学生选择积极性不高的一些冷门专业，却是更多就读的学生感到满意的专业。专业满意度在性别、城乡和阶层之间存在一定的差异，女生对就读专业的满意度在总体和一些典型的“男性专业领域”中显著低于男生，在典型的“女性专业领域”中显著高于男生，但在基础性的数学、物理、生物等类专业中有所例外。农村学生和较低阶层的学生对就读专业的满意度在总体和一些热门专业或一般专业领域中显著低于城镇学生和较高阶层的学生，在一些相对冷门的、层次低的或比较吃苦的专业领域中高于城镇学生和较高阶层的学生。

四、学生对就读专业的满意度受到多种因素的影响。专业选择达成度、专业类、专业选择时对自己兴趣与职业生涯发展潜力以及高考分数落点的考虑等 16 个因素对本科专业的满意度有着显著影响；专业选择时对自己兴趣与职业生涯发展潜力的考虑、专业选择达成度、专业大类以及高校所在区域等 11 个因素对专科专业的满意度有着显著影响。可见，学生理性地选择专业有其积极意义。

五、中国普通高校专业选择中存在着学生的主体性不强、选择的自由度不高、选择的不公平问题突出、选择的达成度和满意度不高等问题。究其原因，中国教育理念中对学生主体地位的忽视，社会传统观念中存在的性别偏见，计划性的教育体制，社会既有的不公平和普通高校现有教育资源的短缺等是主要原因。

基于以上结论，高校和政府应积极通过改革优化专业选择机制，尽量满足学生选择专业的需要，同时采取措施维护专业结构平衡，促进专业选择的公平；学生应主动进行职业生涯的探索，并尽可能理性地选择专业。

关键词：高校；专业；选择

Abstract

Under the new situation of higher education development in China, the practical significance of students' freedom to select major has been highlighted. In order to summarize the characteristics or rules, reveal the problems, and then to optimize the selective process, it is essential to do the research on major selection. Based on the survey of fresher in 2007 and some follow-up investigations, the paper uses Rational Choice Theory, Culture Reproduction Theory and Hierarchy of Needs Theory to do the research. It analyses the influencing factors, results and satisfaction degree etc. of students' major selection, and explores the absence problems and reasons.

The paper consists of five main conclusions, as follows:

1. The current main influencing factors of Chinese students' major selection are in sequence of "interesting", "employment opportunity", "potential of career development", "score placement" and "view of parents or family". The phenomenon indicates that the students try to combine the main important influencing factors of major selection to achieve satisfied results. Therefore, the students are relatively rational when doing major selection. To students in different higher education institutions and student groups, the main influencing factors of major selection to them are different. The main differences are the following: Among different higher education institutions, in spite of "score placement", the students attach more importance to "employment opportunity", "potential of career development" and "opinion of parents and family" in lower schooling hierarchy and social prestige schools. Among different genders, to female students, the number of influencing factor is more and the process of determination is more carefully. Among different student groups, the urban students and higher stratum students are easier to be affected by parents or family.

2. About a quarter of fresher cannot fulfill their initial major selections. In 211-project universities and general public universities, the students' accomplishment degree of major selection is obviously lower than students' in colleges and private institutions. Major differences have strong influence to accomplishment degree, but the gender effect is not obviously. Compared with urban students and higher stratum students, the rural students and lower stratum students are at a disadvantage on both accomplishment degree of major selection and professional field, their opportunities for re-selection is relatively less.

3. About half of fresher and about sixty percent of sophomore are not satisfied with their majors. Students in different higher education institutions and majors have different satisfaction degree of major, especially the students with different majors in the same school. Generally speaking, the students with popular major will have higher satisfaction degree, but there are a lot of opposite phenomena such as some popular major students with lower satisfaction degree, and vice versa. Among different gender, urban-rural and different stratum students, there are different satisfaction degree of major. The female students have lower satisfaction degree overall and in majors with male characteristics they keep the low satisfaction degree. But in some fundamental majors as mathematics, physics and biology etc. female students' satisfaction degree are higher. Rural and lower stratum students have lower satisfaction degree overall, but have higher satisfaction degree in relative unpopular, lower level and hard majors.

4. Students' major satisfaction degree is affected by many factors. There are about sixteen factors such as accomplishment degree of major selection, major classification, interesting, career developmental potential, score placement and so on. On the contrary, the major selection also has significant reaction to them. It shows that students' rational choices of major have a positive significance.

5. There are many problems present in the process of major selection in colleges and universities, such as students' subjectivity of major selection is not strong, students' freedom of major selection is not high, unfair major selection is obvious and students' accomplishment degree and satisfaction degree of major selection is low. The main reasons are the educational idea neglecting students' subjectivity, existing gender-bias in social tradition, planned education system, unfairness of society and shortage of education resources.

On the basis of above conclusion, the higher education institutions and government should actively optimize the mechanisms of major selection and try their best to meet the needs of students. In addition, they must take some measures to balance the major structures and to promote the fairness of major selection. On the other hand, the students should take the initiative to do career exploration and select their majors more rationally.

Key Words: Colleges and Universities; Major; Selection

目 录

绪论	1
一、问题的提出	1
二、相关概念的界定	2
三、研究的目的与意义	5
四、研究的主要假设	6
五、研究的思路、内容与方法	7
第一章 高等学校专业选择的研究文献综述	13
第一节 国外关于高等学校专业选择的研究介绍	13
一、关于“学生选择专业的影响因素”的研究	13
二、关于“不同性别学生选择专业的差异”的研究	18
三、关于“不同家庭社会经济地位学生选择专业的差异”的研究	21
四、关于“不同族类学生选择专业的差异”的研究	24
五、关于“不同专业选择结果的学生的学习差异”的研究	26
第二节 国内关于高等学校专业选择的研究综述	27
一、关于“学生选择专业的权利”的研究	28
二、关于“学生选择专业的影响因素”的研究	31
三、关于“学生选择专业的群体差异”的研究	36
四、关于“学生选择专业的达成度与满意度”的研究	44
五、关于“不同专业选择结果的学生的学习差异”的研究	46
六、关于“中国高等教育适应学生选择专业的问题与对策”的研究	47
第三节 已有研究的总结和本研究的补充与拓展	50
一、已有研究的总结	50
二、本研究的补充与拓展	52
第二章 中国普通高校专业选择研究的理论基础	55
第一节 社会学理性选择理论	55

一、理性选择理论的主要内容	55
二、理性选择理论对有限理性的兼容	56
三、理性选择理论对中国普通高校专业选择研究的适切性	61
第二节 文化再生产理论	64
一、文化再生产理论的主要内容	64
二、文化再生产理论对中国普通高校专业选择研究的适切性	70
第三节 需要层次理论	75
一、需要层次理论的主要内容	75
二、需要层次理论对中国普通高校专业选择研究的适切性	77
第三章 中国普通高校专业选择概述	80
第一节 高等学校专业选择及其历史与现状	80
一、选择与高等学校专业选择	80
二、高等学校专业选择的发展简况	81
三、中国普通高校专业选择的简要回顾	82
四、当前中国普通高校专业选择的途径与机制	86
第二节 中国普通高校专业选择的重要意义	89
一、专业选择对学生的重要意义	89
二、专业选择对高等学校的重要意义	94
三、专业选择对社会的重要意义	97
第三节 高等学校专业选择的评价依据	101
一、选择的主体性	101
二、选择的自由度	102
三、选择的公平性	103
四、选择的达成度和专业满意度	104
第四章 中国普通高校专业选择的影响因素分析	105
第一节 中国普通高校专业选择影响因素的总体分析	105
一、普通高校专业选择主要影响因素的分析	105
二、不同类型高校专业选择主要影响因素的分析	107

第二节	中国普通高校专业选择影响因素的群体差异分析	116
一、	普通高校专业选择影响因素的性别差异	116
二、	普通高校专业选择影响因素的城乡差异	118
二、	普通高校专业选择影响因素的阶层差异	123
小 结	127
第五章	中国普通高校专业选择的结果分析	129
第一节	中国普通高校专业选择的达成度分析	129
一、	普通高校专业选择达成度的总体分析	130
二、	普通高校不同专业学生选择专业的达成度分析	133
二、	普通高校专业选择达成度的群体差异分析	142
第二节	中国普通高校专业选择的布局分析	146
一、	普通高校专业选择的性别布局分析	146
二、	普通高校专业选择的城乡布局分析	154
二、	普通高校专业选择的阶层布局分析	162
小 结	169
第六章	中国普通高校专业选择结果的满意度分析	172
第一节	中国大学生对就读专业满意度的总体分析	173
一、	大学生对就读专业满意度的总体评价	173
二、	不同专业大学生对就读专业满意度的评价	176
第二节	中国大学生对就读专业满意度的群体差异分析	180
一、	大学生对就读专业满意度的性别差异	180
二、	大学生对就读专业满意度的城乡差异	185
三、	大学生对就读专业满意度的阶层差异	191
第三节	中国大学生对就读专业满意度的影响因素分析	196
一、	学生的个人特性及其专业选择对专业满意度的影响	199
二、	家庭背景与高中(中职中专)经历对专业满意度的影响	205
三、	高校特征与专业自身对专业满意度的影响	207
四、	本、专科专业满意度影响因素的比较分析	209

小 结	211
第七章 中国普通高校专业选择的问题分析与对策建议	214
第一节 中国普通高校专业选择的问题分析	214
一、学生选择专业的主体性不强	214
二、学生选择专业的自由度不高	216
三、学生选择专业的不公平问题突出	223
四、学生选择专业的达成度与满意度不高	225
第二节 中国普通高校专业选择的对策建议	229
一、对高等学校的改革建议	229
二、对政府的改革建议	242
三、对学生选择专业的建议	247
小 结	249
结语	251
参考文献	256
附录	262
后记	275

Contents

Introduction.....	1
1 Raise of the Issue.....	1
2 Definition of the Related Concepts	2
3 Objectives and Significance	5
4 Main Assumption.....	6
5 Thoughts, Contents and Methodologies	7
Chapter1 Research Literature Review of Major Selection in Colleges and Universities	13
Section 1 Foreign Research on Major Selection in Colleges and Universities	13
1 Research on the Influencing Factors of Major Selection.....	13
2 Research on the Difference in Genders about Major Selection.....	18
3 Research on the Difference in Socio-economic status of families about Major Selection.....	21
4 Research on the Difference in Nationality about Major Selection	24
5 Research on the Difference in Results of Different Major Selection	26
Section 2 Domestic Research on Major Selection in Colleges and Universities	27
1 Research on the Right of Major Selection	28
2 Research on the Influencing Factors of Major Selection.....	31
3 Research on the Group Difference of Major Selection.....	36
4 Research on the Accomplishment Degree and Satisfaction Degree of Major Selection.....	44
5 Research on the Difference in Results of Different Major Selection	46
6 Research on the Problems and Countermeasures about Chinese Higher Educations' Adaptation to Major Selection.....	47
Section 3 Summary of Existing Research, Supplementary and Extension....	50
1 Summary of Existing Research.....	50
2 Supplementary and Extension	52
Chapter 2 Theoretical Basis of Research on Major Selection in	

Colleges and Universities.....	55
Section 1 Rational Choice Theory in Sociology.....	55
1 Main Contents.....	55
2 Compatibility with Bounded Rationality	56
3 Adaptivity to the Research on Major Selection in Colleges and Universities	61
Section 2 Cultural Reproduction Theory.....	64
1 Main Contents.....	64
2 Adaptivity to the Research on Major Selection in Colleges and Universities	70
Section 3 Hierarchy of Needs Theory.....	75
1 Main Contents.....	75
2 Adaptivity to the Research on Major Selection in Colleges and Universities	77
Chapter 3 Brife Introduction of Major Selection in Colleges and Universities	80
Section 1 Concept, History and Current Situation	80
1 Selection and Major Selection in Colleges and Universities.....	80
2 Simple Cases of Major Selection in Colleges and Universities	81
3 Brief Review of Major Selection in Colleges and Universities	82
4 The Present Ways and Mechanism of Major Selection in Colleges and Universities	86
Section 2 Significance of Major Selection in Colleges and Universities.....	89
1 Importance of Major Selection to Students	89
2 Importance of Major Selection to Colleges and Universities	94
3 Importance of Major Selection to Society	97
Section 3 Evaluation Basis of Major Selection in Colleges and Universities	101
1 Subjectivity of Selection.....	101
2 Freedom Degree of Selection	101
3 Fairness of Selection.....	103
4 Accomplishment Degree and Satisfaction Degree of Selection	104
Chapter 4 Influencing Factor Analysis of Major Selection in Colleges	

and Universities.....	105
Section 1 Overall Analysis of Influencing Factors of Major Selection in Colleges and Universities.....	105
1 Analysis of Main Influencing Factors of Major Selection in Colleges and Universities	105
2 Analysis of Main Influencing Factors of Major Selection in Different Types of Colleges and Universities	107
Section 2 Influencing Factors' Group Difference Analysis of Major Selection in Colleges and Universities	116
1 Gender Difference.....	116
2 Urban-Rural Difference	118
3 Stratum Difference.....	123
Summary.....	127
Chapter 5 Result Analysis of Major Selection in Colleges and Universities	129
Section 1 Accomplishment Degree Analysis of Major Selection in Colleges and Universities.....	129
1 Main Analysis of Accomplishment Degree of Major Selection in Colleges and Universities	130
2 Analysis of Accomplishment Degree of Different Major Selection in Colleges and Universities	133
3 Group Difference Analysis of Accomplishment Degree of Major Selection in Colleges and Universities	142
Section 2 Layout Analysis of Major Selection in Colleges and Universities	146
1 Analysis of Gender Layout.....	146
2 Analysis of Urban-Rural Layout.....	154
3 Analysis of Stratum Layout	162
Summary.....	169
Chapter 6 Satisfaction Degree Analysis of Major Selection's Results in Colleges and Universities.....	172
Section 1 Main Analysis of Satisfaction Degree of Own Major	173
1 Overall Evaluation of Major Satisfaction Degree.....	173
2 Evaluation of Major Satisfaction Degree in Different Major	176

Section 2 Group Difference Analysis of College Students' Major Satisfaction Degree.....	180
1 Gender Difference.....	180
2 Urban-Rural Difference	185
3 Stratum Difference.....	191
Section 3 Influencing Factors Analysis of College Students' Major Satisfaction Degree.....	196
1 Impact of Personal Characteristics and Major Selection on Major Satisfaction Degree	199
2 Impact of Family Background and High School (Middle Vocational School) Experience on Major Satisfaction Degree	205
3 Impact of School and Major Characteristics on Major Satisfaction Degree	207
4 Comparative Analysis of different Influencing Factors between Undergraduate and College Students.....	209
Summary.....	211
Chapter 7 Problem Analysis and Coutermeasures of Major Selection in Colleges and Universities	214
Section 1 Problem Analysis	214
1 Students' Subjectivity of Major Selection is not Strong	214
2 Students' Freedom of Major Selection is not High	216
3 Unfair Problem of Students' Major Selection is Obvious.....	223
4 Students' Accomplishment Degree and Satisfaction Degree of Major Selection is Low.....	225
Section 2 Coutermeasures	229
1 Reform Proposals for Colleges and Universities.....	229
2 Reform Proposals for Government.....	242
3 Proposals of Major Selection for Students.....	247
Summary	249
Conclusion	251
References	256
Appendix.....	262
Postscript	275

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